

## RTI Elementary: Reading

Professional Development Module

Recommended Practice #2:  
Progress Monitoring and Differentiation

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## Recommended Practice #2: Progress Monitoring and Differentiation



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## Recommended Practices

1. Universal Screenings
2. Progress Monitoring and Differentiation Based on Data
3. Systematic Instruction

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## IES Practice Guides

Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades



<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Institute of Education Sciences (IES)  
What Works Clearinghouse

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## Practice Organization

- **Practice Summary**  
Gain an overview of a practice & examine the issues it addresses.
- **Learn What Works**  
Understand the research base behind the practice.
- **See How It Works**  
Examples of schools engaged in these practices.
- **Do What Works**  
Action ideas and examples of tools to improve your own practice.




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Differentiate instruction based on  
assessed reading skills for all  
students.

Practice Summary



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Sticky Note Reflections



Differentiation

Instructional Strategies

Progress Monitoring

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Recommended Practice #2:  
Progress Monitoring and  
Differentiating



Multimedia Overview:

*Using Data to Differentiate Instruction*

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### Activity: Multimedia Reflection



Find your "Frog and Toad Are Friends" partner.

Find another partner pair next to them to form a group of four.




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Differentiate instruction based on  
assessed reading skills for all  
students.

Learn What Works




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### Key Concepts



- Use screening and other assessment data to differentiate instruction in Tier 1 for all students.
- Use progress monitoring to differentiate instruction for at-risk students receiving Tiers 2 and 3 interventions.
- Provide professional development on collecting data, interpreting results, and using data-driven decision rules.

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Activity:  
Partner Discussion

- What elements are important to achieve high-quality, evidence-based Tier 1 instruction?
- What are the benefits of differentiating Tier 1 instruction?
- Discuss strategies you use for managing small groups.

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Recommended Practice:  
Progress Monitoring and  
Differentiating

**Learn What Works:**

- View Expert Interview:  
*Tier 1 Differentiation*



• Carol McDonald Connor, Ph.D.  
Florida State University and Florida Center for  
Reading Research

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Grouping Students Based  
on Learning Needs

- Teachers divide their classroom into small groups where children are grouped according to their learning needs
- Usually 3-6 groups per class
- Often called centers, stations, or workshops
- Students rotate and the teacher works with one group at a time

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### Grouping Students Based on Learning

#### Needs: Example

##### Group 1, struggling with decoding

- Independent Center- they work on a phonics or phonological awareness activity that the teacher modeled the previous week with the other members of their group
- Teacher Center- teacher introduces a new phonics or phonological awareness activity and practices one that students are still unable to do independently

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### Grouping Students Based on Learning

#### Needs: Example

##### Group 2, needs reading fluency practice

- Independent Center- they reread the story in partners and do timed reading of nonfiction articles that relate to the theme (same article five days in a row) and graph their progress for teacher review later
- Teacher Center- teacher provides extra practice with the days phonics activity and has student chorally read the story together

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### Grouping Students Based on Learning

#### Needs: Example

##### Group 3, reads independently with good comprehension

- Independent Center- Writing their own stories and reviewing and editing each others stories. They read independently part of the time as well.
- Teacher Center- Teacher reviews their writing and provides feedback, teaches higher level vocabulary, and models higher level comprehension strategies.

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### Activity: Reflecting on Your Practice

- Discuss your current Tier 1 reading instruction.
- Are you currently providing differentiated Tier 1 instruction?
  - If yes, share with your group some ideas that have worked successfully for you.
  - If no, what might you change about your current practice based on what you just heard?

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### Compare and Contrast Activity

**Topic 1: Tier 2**  
How are they alike?

**Topic 2: Tier 3**  
How are they different?

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### Recommended Practice: Progress Monitoring and Differentiating

#### Learn What Works:

•View Expert Interview:  
*Progress Monitoring at Tier 2*



•Carol McDonald Connor, Ph.D.  
Florida State University and Florida Center for  
Reading Research




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### Compare and Contrast Activity

**Topic 1: Tier 2 Instruction**  
How are they alike?

- All students progress is monitored regularly
- PM data is used to differentiate instruction
- Groups are flexible and should be evaluated at least every six weeks.

**Topic 2: Tier 3 Instruction**  
How are they different?

- Frequency of progress monitoring varies.
- Tier 3 interventions become more individualized, targeted, and intensive
- Tier 3 can be intensified by increasing the time, decreasing the number of students in a group, and degree of teacher support

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### Differentiate instruction based on assessed reading skills for all students.

See How It Works



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### Tri-Community Elementary Steelton, PA



Where: Steelton, Pennsylvania	Demographics:
Type: Suburban	38% Black
District: Central Dauphin Grade	37% White
Level: K-6 Grade	19% Hispanic
	5% Asian
	1% Other
	53% Free or Reduced-Price Lunch

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### Recommended Practice: Progress Monitoring and Differentiating



#### See How It Works:

##### •Presentation:

*Managing Progress Monitoring in the Classroom*

•Kristy Shoaff  
Tri-Community Elementary  
Steelton, PA




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### Review Iowa Example

- Review the *Data Driven Instructional Plan* handout with your partner
- Discuss how these processes align with what is occurring in your school.
- Are there any parts of Iowa's processes that would help make your processes more comprehensive?




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### Recommended Practice: Progress Monitoring and Differentiating



#### See How It Works:

##### •Presentation:

*Differentiation Within the Kindergarten Core*

•Lynne Carney  
Tri-Community Elementary  
Steelton, PA




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## Recommended Practice: Progress Monitoring and Differentiating

### See How It Works:

#### •Presentation:

*Managing Differentiation With Small Groups*

- Autumn La Penta  
Tri-Community Elementary  
Steeltown, PA




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## John Wash Elementary Fresno, CA

Where: Fresno, California

Type: Rural

District: Sanger Unified  
School District Grade

Level: K-6 Grade

Demographics:

41% Hispanic  
37% Asian  
18% White  
2% Black  
1% Other  
53% Free or Reduced-  
Price Lunch  
22% ELL  
4% Special Education

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## Cause and Effect Activity

- Find the Cause and Effect Handout
- Write "Reteaching and Small Group Intervention" in the cause bubble
- As you listen to the video write down the effects that take place for students because of these teaching strategies.




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### Recommended Practice: Progress Monitoring and Differentiating



#### See How It Works:

##### •Presentation:

*Reteaching in Small Group Interventions*



##### •Katie Banks

John Washington Elementary

Fresno, CA




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### Recommended Practice: Progress Monitoring and Differentiating



#### See How It Works:

##### •Video Interview:

*Helping Teachers Use Progress Monitoring*



##### •Nadine Hoover

Tri-Community Elementary

Steelton, PA




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### Note Taking Activity



- Use the Note Taking Handout to organize your thoughts as you watch the following video.
- As you watch this video.
  - Record notes that are important to your thoughts on this subject
  - Draw pictures that help you connect to this subject
- After the video is over you will have about 2 minutes to summarize your thoughts.




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## Recommended Practice: Progress Monitoring and Differentiating



### See How It Works:

#### •Classroom Video:

*Early Elementary Assessment: Phonemic Awareness*

#### •Reading Rockets




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## 60, 30, 15 Partner Activity



Share your summary with your partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15




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## Cornell Elementary School Des Moines, IA



Where: Des Moines, Iowa

Size: 400 students

District: Heartland Area  
Education Agency

Level: Pre-K-3 Grade

Demographics:

43% Free or Reduced-  
Price Lunch

32% Special Education

5% ELL

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### Progress Monitoring School Example

- Review the Progress Monitoring School Example
- What do you like about this example?
- Is there anything that you would change or add to it?




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### Data-Informed Decision-Making: A School Level Blueprint

- A data-driven decision-making system allows easy access to relevant information, as well as opportunities for staff collaboration.
- Review this blue-print with your group.
- Are there parts of this blue-print that your school would benefit from adopting?




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Differentiate instruction based on assessed reading skills for all students.

Do What Works




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### Action for

#### Reading Specialist or Literacy Coach

1. Plan a staff development session to discuss progress monitoring measures, data collection, and interpretation of results.
2. Lead grade-level data team meetings to review assessment results and set grade-level and individual goals for struggling students.
3. Schedule individual conferences to assist staff with lesson planning based on assessment data.

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### 1. Establish a Building-level Team

- Prepare a K-2 staff session to learn about differentiated instruction at all three tiers.
- Prior to the meeting, provide copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*.
- Watch the expert interview with Dr. Carol McDonald Connor on Tier 1 differentiation and
- Discuss why it's important to provide differentiated instruction based on skills assessment during core instruction.




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### 1. Establish a Building-level Team

- Show an interview with Dr. Carol McDonald Connor on progress monitoring at Tier 2.
  - highlight the use of frequent progress monitoring to regroup students for interventions based on their changing skill levels.
- Break into grade-level groups and use the tool to examine current classroom practice.
  - suggest ways to improve the use of progress monitoring data.
- Provide copies of the *Progress Monitoring GOM Tools Chart*.




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## 2. Lead Grade-Level Team Data Meetings

- Meet with grade-level staff to learn about conducting data team meetings.
- Review the guidelines, *The Data Team Protocol for Differentiating Instruction* handout. 
- Examine the *Data Analysis for Instructional Decision Making: Team Process* script and discuss steps for
  - goal setting and instructional planning,
  - quarterly benchmark meetings, and
  - interim steps.
- Discuss how this process can be adapted and bring recommendations to the RtI team to shape a framework for implementing appropriate procedures for grade-level teams at the school.

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## 3. Schedule Individual Conferences to Assist Staff

- Schedule staff conferences to review progress monitoring data and plan interventions.
- Request that staff view the multimedia overview about differentiating reading instruction and note questions about particularly difficult aspects of this practice. 
- Teachers should bring progress monitoring results for individual students in small group instruction.

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## 3. Schedule Individual Conferences to Assist Staff

- Suggest ways to vary content/supports during independent work or small group instruction.
- Address teachers' concerns about classroom management and include peer sharing about strategies.
- Ask teachers to summarize their data findings, discuss students' skill needs, and determine whether changing groups or more intense instruction is necessary.

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### 3. Schedule Individual Conferences to Assist Staff



- Guide lesson planning, beginning with goal setting and embedding formative assessments.
- Provide copies of the *Using Student Center Activities to Differentiate Reading Instruction* handout.
- Provide copies of the *Linking Progress Monitoring Results to Interventions* handout.




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### Action for Grade-Level Teams



1. Organize a grade-level study group to explore different ways to vary instruction for individual students and small groups.
2. Form peer partnerships for lesson planning and classroom observations.
3. Identify grade-level professional development and coaching needs.

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### 1. Organize Grade-Level Study Groups



- Plan two study group meetings to explore and learn more about ways to differentiate classroom instruction.
- At the first meeting, watch the expert interview with Dr. Carol McDonald O'Connor on differentiation at Tier 1.
- During the second meeting, watch the slideshow showing how a kindergarten teacher uses independent work time to provide differentiated instruction in small groups, and the slideshow on managing small-group differentiation in grade 2.




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## 2. Form Peer Partnerships

- Peer partnerships are an effective way for teachers to plan lessons together, share instructional strategies, and provide peer support.
- Partners examine instructional guide.
  - review the example of a three-column method for troubleshooting student progress to help differentiate instruction for students needing additional instruction.
- Provide handout *Using Student Center Activities to Differentiate Reading Instruction* for ideas about planning lessons that engage students in differentiated reading activities during small group work.
- Provide *Differentiation for Reading* brief, which includes ideas for implementing differentiated reading instruction and examples of strategies.




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## 3. Identify Grade-Level Professional Development and Coaching Needs

- Grade-level teams should identify the content and type of professional development and coaching support that they need to improve teachers' abilities to differentiate instruction based on data.
- Develop processes for teams to submit their request to the school's leadership team.
- Utilize the professional development planning tool that includes a self-reflection activity and professional development planning worksheet to help teams with this task.




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## Research Evidence

- Progress Monitoring and Differentiation incorporates research evidence from two Practice Guide recommendations:
  - Monitor the progress of Tier 2 students at least once a month (Recommendation 4).
  - Provide time for differentiated reading instruction for all students based on assessments of students' current reading level (Recommendation 2).
- The panel reviewed research evidence related to progress monitoring within the context of Response to Intervention approaches.




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## Key Research



- Connor, C. M., Piasta, S. B., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., Underwood, P., & Morrison, F. J. (2009). *Child Development*, 80(1), 77-100.
- Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). The effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450.
- Fuchs, L.S., Fuchs, D., & Hamlett, C. L. (1989). The effects of alternative goal structures within curriculum-based assessment. *Exceptional Children*, 55(5), 429-438.

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